

UNIVERSITY OF TRINIDAD AND TOBAGO

USER GUIDE

EDUCATIONAL TECHNOLOGY – TECH 1001

FRIDAY

4TH

APRIL

2014

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User Guide

1. Begin by opening your preferred web browser.



2. In the url bar, type in www.zunal.com/webquest.php?w=231927
3. The link will take you directly to the site.
4. When you reach the site, you will find the following headings that will take you through the entire lesson.
5. These headings are
 - Welcome: this page greets people to our web quest
 - Introduction: this page introduces the subject, lesson being targeted and the objectives.
 - Task: this page shows the task that has to be done.

- Procedures: this page shows a series of actions conducted in a certain order or manner.
- Evaluation: this page leads to an instructional game that will be used to assess student's learning.
- Conclusion: this page provides a discussion page for students to write what they have learnt.
- Teacher's page

6. Click the varying buttons on the site to navigate through the entire lesson.

7. To get back to the homepage, click the "Home" icon at the top of the website



8. For further assistance please contact the following persons who will be willing to help in any way possible

- ❖ taradookie123@gmail.com / 294 - 2357
- ❖ anusharambaran@yahoo.com / 745-6936

❖ shivanibaldeo17@gmail.com/322-0269

❖ jaybobb@gmail.com/348-6287

!!!!!!!!!!!!!!!!!!!!!!!!!!!!ENJOY!!!!!!!!!!!!!!!!!!!!!!!!!!!!

THANK YOU

Web quest lesson plan

Subject: Mathematics

Class: Standard: 3

Topic: Geometry (relationship of 3d shapes cube, cuboid and cylinder)

Duration: 50 minutes

No. of Students: 24

Date:

Age range: 9-12 years

OBJECTIVES:

At the end of this lesson, students should be able to;

- ❖ Identify the cube, cuboid, and cylinder from picture slides.
- ❖ Differentiate between the properties of the cube, cuboid, and cylinder.
- ❖ Analyse the relationship between each of the three geometric shapes.
- ❖ Illustrate knowledge their knowledge of the shapes by constructing them using papers, scissors and masking tape.

Previous Knowledge:

- ❖ Students will know what are the basic geometric shapes

Resources:

Web quest User name: tara100 **Web quest password:** anildookie **Web quest link:** www.zunal.com/webquest.php?w=231927

PROCEDURES		DURATION	FACILITATION STRATEGY	RESOURCES	ASSESSMENT
Facilitator(s)	Student(s)				
Welcomes students to class, makes them comfortable, and states what the objectives are.	Responds to teacher	3 minutes	Direct teaching	Paper	As the session progresses, each learner/group will be observed on:
			Group work	Glue	
			Instructional game	Masking tape	
Asks students to reveal the objects they brought from home that are in the form of the three 3D shapes that are to be taught in the lesson.	Reveals their objects to class as teacher observes.	5minutes	Questioning	Projector	Ability to recall what the 3D objects.
				Computer	
				Items with similar 3D shapes	
Introduces lesson by showing two videos with information pertaining to the 3D shapes that are to be discussed in the lesson.	Will view the videos and pay close attention to the information displayed.	10 minutes		Rulers	Ability to make the 3D shapes.
				Pencils	
				http://www.youtube.com/watch?v=wZ3F16xcGRQ&list=PLXYI2mZ5CvSlzQhdnejJ16uN8ASqU_unM&feature=share	Respond to questions posted by the teacher accurately.
Questions students	Responds to the questions by raising their arms, and give answers to the question posed by the teacher.			http://youtu.be/gPVCJPokxIM	Ability to use information to accurately answer questions given in the instructional game.
What are the shapes identified in the video?					
What are the similarities between					

<p>shapes?</p> <p>What are the differences among the shapes?</p> <p>Teacher records students' responses on the chalk/ white board.</p> <p>Teaches students the relationship and differences of each shape using a PowerPoint, and corrects students' misconceptions by matching the correct information with those that were incorrectly given by students.</p> <p>Writes the directions of how to construct the shapes on the chalk/white board.</p> <p>Organizes students into groups of sixes, in which two students in each group will</p>	<p>Participates in the lesson by listening, asking questions, or gives instances where they would have seen or interacted with the shapes.</p> <p>Pays attention to the directions given by the teacher.</p> <p>Goes into the stipulated groups given organized by the teacher.</p>	<p>10 minutes</p>			<p>Extent to which they can work together in groups to accomplish the task.</p>
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work together to make one of the three shapes.	Organizes and begin to make the shapes. Separates into the groups as directed by the teacher.	10 minutes			
Distributes the resources to make the shapes. Uses an instructional game to evaluate students learning of what was taught. Procedures of instructional game Class will be split into two large groups. Each group will nominate one person who is responsible for answering the question. Students will discuss among themselves before the final answer is given. The team with the most points at the end wins.		15 minutes			

Comment [LR1]: Very good, but within your webquest you have a link to a word document and it states that the students had to write 3 discussion questions. My query is this: Why didn't you put these questions in a blog; What is the purpose of those questions within the webquest because you have not placed them anyway in your lesson plan.

Backup plan

In the instance should the technology fail or there is a disruption in electricity services, students;

- Will be taken outside around the surrounds to try and identify objects and structures that are similar in make up like the 3D shapes used in construction, manufacturing, or nature, in groups, and will be expected to report their findings orally to the teacher.